**Lesson Plan Format**

**Teacher Candidate Felisha Ward Grade Level 2nd Date of lesson December 5, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Standards from DODEA:

2E1b.7: Recognize cause-and-effect relationships in a text.

2E2a.7: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

2SS3.c: Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

Students will be able to create a list of ways to research their personal family history. In addition, students will be able to write effective interview questions and conduct the interview with parents in order to find out about their family history.

Unit Goal: The goal of this unit is for students to understand how their culture and family history influences their development of identity through research and analysis of primary sources.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have discussed family history with teacher and understand the dynamics of families.

Students have knowledge of different resources available to them. (Books, internet, etc.)

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to explain the cause and effect of the story and how it relates to family history.

Students will create and conduct an interview asking family members about family history and culture.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Teacher will informally assess through discussion with class about what was learned in letters in the story and the ways to research family history.

Class will create several general interview questions about their family history as a class and create several personal questions. Teacher will use a checklist to make sure that all students have copied down the questions formulated together as a class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Reading Streets story, “Dear Juno”

Chart Paper/Smartboard

Markers

Family pictures

Birth Certificates

Marriage Certificates

Map/Globe

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct Instruction:

Anticipatory set: Have students become detectives when analyzing the information on a family tree.

Objectives and purpose: Students will be able to write interview questions and conduct the interview with parents.

Modeling: Students will be shown an example of two interviews (good and bad) Teacher will model writing a good interview question.

Monitoring understanding: Teacher will monitor student understanding during class discussion and shared writing sessions.

Guided Practice: Students will include ideas for interview questions during shared writing session.

Independent Practice: Students will write interview questions on sheet and conduct interview at home.

This model was chosen because students need to be shown through modeling how to create interview questions and conduct an interview. They will also be able to recognize what the end result of their work during the unit will be.

This learning model lends itself to learning this content because students will be able to visually recognize how to conduct a successful interview through modeling and will be able to contribute ideas throughout the lesson to meet the objectives of this lesson, and overall the unit goal.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Begin lesson by presenting a completed family tree, complete with primary sources. (Marriage License, Birth Certificates, and pictures)

Ask students to become detectives and explain the information they see in the Family tree. Write findings on chart paper.

Explain that for the week, we will be creating a family tree and writing about our family. Explain that we need to find ways to research our family.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Introduce story, “Dear Juno” from their Reading Streets text and read aloud to students. Make sure to explain to them to listen for the type of communication used by the characters in the story and what they learned about each other.

Ask students to think of some other ways that you can find out about your family. Write student answers on chart paper/board.

Explain that we will begin our investigation by talking to our parents to gather information. We want to ask them questions to find out about our family. Ask students ways to organize questions we want to ask with space to write down answers as well. (Interview)

Explain that we need to ask questions that would get the most answers out of the person we are interviewing.

Ask students to watch two different interviews given by the teacher and decide which one is the most effective. I will call up one student, and begin interviewing them with ineffective questions. (Ex. Do you have a birthday? Do you like your family? Etc.) Then ask more effective questions the second time. (Ex. Where were you born? When is your birthday? Where do you live now? Do you have any brothers or sisters? What are their names? Etc.)

Ask students which interview they got more information from. Then ask them what they think makes a good interview question. Write answers on chart paper/board.

Then have students use given criteria to write good interview questions to create parent interview. Write them on chart paper/Board.

Have students fill in interview question form that they will take home to interview their parents on their family. Use checklist to circulate the room to

ensure that all students have written down all interview questions.

Make sure to have one interview question that asks to see primary sources (copies) and if possible bring to class to analyze.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Explain to students that for homework they need to sit down with parents and ask them the interview questions and write down the answers, and if parents are able to show them primary sources that are relevant to their family history, to analyze them and write down what they found from those primary sources.

Discuss with the students why it is important to know about your family. Explain that this is relevant to them because they will notice as they grow up that family traits and characteristics will help form who they are.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Blaine | 1. English Language Learner.  2. Student attends ELL sessions and primary language is Japanese. | • Allow student to work with another student when writing down interview questions. Have the teacher give him extra help when writing.  • Allow him to contribute ideas that explain aspects of his culture.  • Encourage him to use native language and teach class words that he uses in his family. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

Family Interview

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_Date ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If you were able to look at primary sources (pictures, family artifacts, birth certificates, or marriage certificates) please write about them. What did you notice about them? What did you learn about your family?

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